

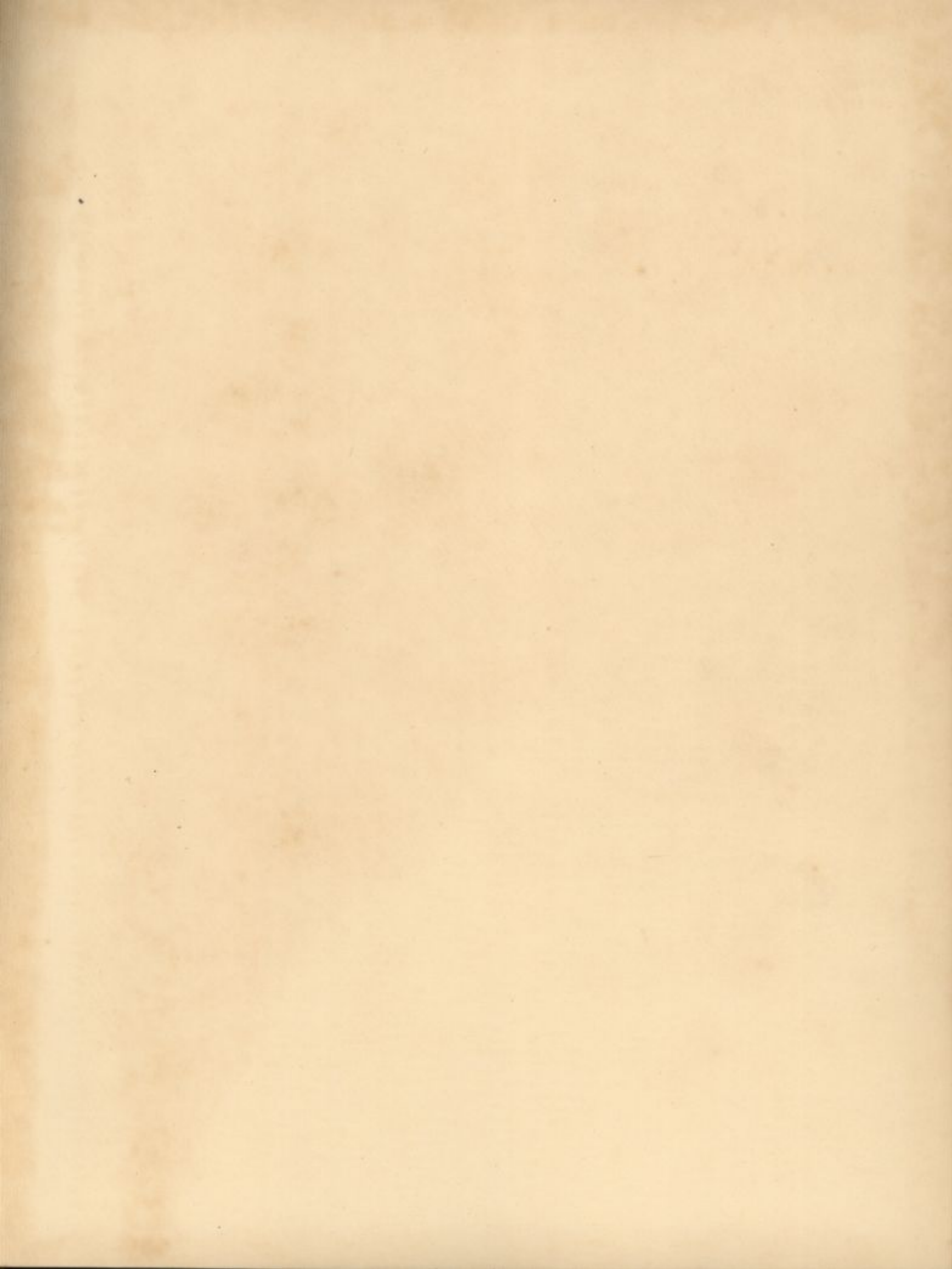


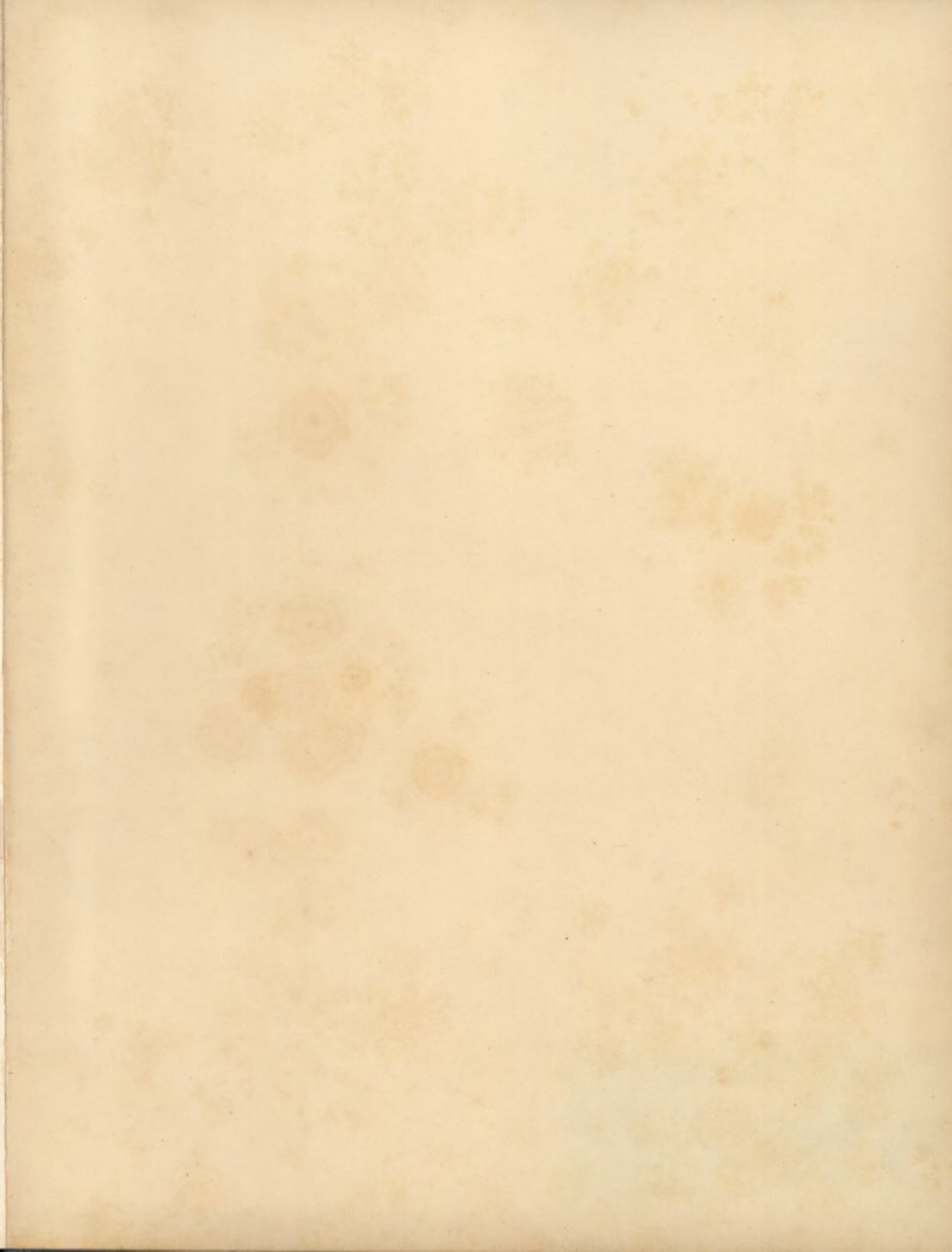
The Blue Hen

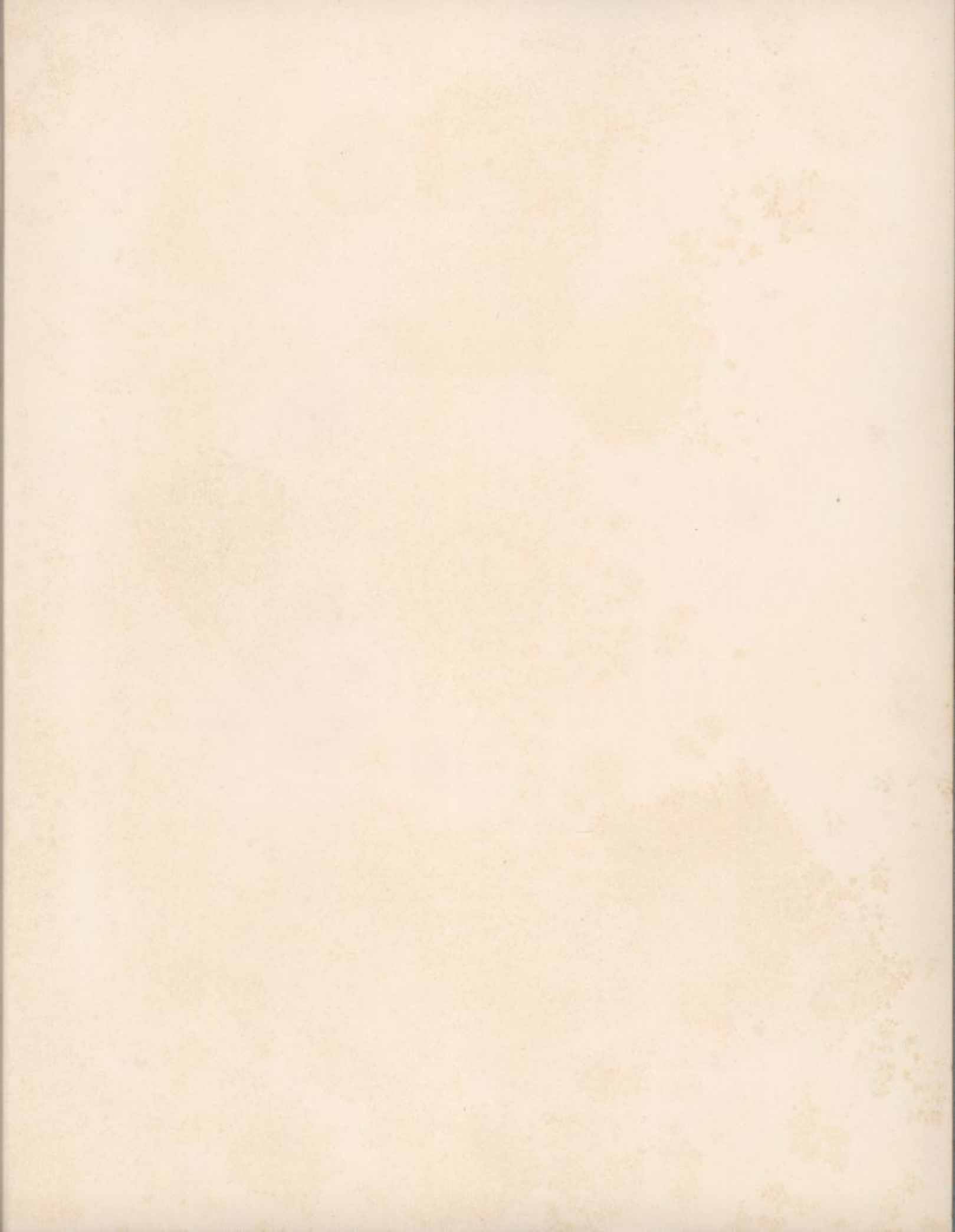


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Paul E. Ellis







Introduction

Perhaps, several years in the future, someone will find this book in an attic, surrounded by dusty, cobwebby volumes, and take it down for a moment of inspection. Perhaps, too, after brushing the accumulated residue of time from the edges, he will recall some of the shifting panorama of the year of its publication. Nineteen hundred and fifty, he may say, was a rather momentous year. Certain things happened in the world which caused a considerable amount of concern and doubt. The hydrogen bomb made its appearance; there was persistent talk of Imperialism and status quo; Americans were supporting the desolated nations of Europe with arms and resources; cold wars and faster jet planes broke into the headlines; world destruction was dismally on the lips of worried scientists. These problems were facing all men, and demanding the utmost of courage and resolution.

Other things, too, of a more intimate nature were occurring at the mid year of the Twentieth Century. Colleges throughout the country were preparing for the largest graduation ceremonies ever to take place; the last great "veteran" class was leaving its alma mater; jobs were increasingly difficult to locate. And behind it all was the seeming endless quiet of the College. Shadows still lay softly about University Hall; there were yet dances and movies and plays; there was studying and there were discussions; old trees budded across the damp walks, and the misty glow of lamps shone down the campus green at night. And there were professors and friends and room-mates, all caught momentarily in the warp and woof of memory. How young they seem, how far-away and lost—and yet familiar . . .

And perhaps this prophetic someone will place his book gently back among its fellows, and go quietly from the attic, companioned by the ghostly specters of the past.

THE NINETEEN HUNDRED
AND FIFTY

Blue Hen

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE

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Dedication

Stefan Zweig once referred to his generation, in respect to its intellectual, scientific, economic, and material progress, as having "surpassed the achievement of a million years with a single beat of its wings." This statement is not without meaning, on a comparative basis, to those who have watched the growth and development of the University of Delaware during these years since the war. Nor is the progress that marked this period, coinciding with and made during the administration of our twentieth President, Dr. William S. Carlson, a coincidence.

When Dr. Carlson came here in 1946, the stage was set for advancement under able leadership: a few years before a coeducational university had emerged at the unification of Delaware College and the College for Women; the war was just over and returning servicemen brought a demand for concrete academic standards; on the social plane there was a need to establish a tradition of warmth, ease and informality among faculty, administration and students. The University, which in the past had been a small, conservative educational unit, was on the verge of sudden expansion. Now, a few years from the date of consolidation, we of the class of 1950 can see how its entire personality and character has been changed. And to us it has seemed that this change and development was effected very naturally because the man who represented the University and who brought about the realization of what it is today has moved among us as a friend, leader, and as president. Dr. Carlson's achievements are many, but certainly his most outstanding, a direct result of his administrative ability, is the close relationships that have been formed between administration and students, and faculty and students. The spirit of warmth and congeniality which characterizes any mutual activity of these three campus bodies had its direct source in the personality and philosophy of the man who has been instrumental in providing a full realization of what is meant by The University of Delaware.

To William Samuel Carlson, we, of the Class of 1950, dedicate the "Blue Hen". At the time of farewells and new beginnings, we offer a grateful and affectionate goodbye to him and a wish for continuing success as we all move out into new spheres of activity together.

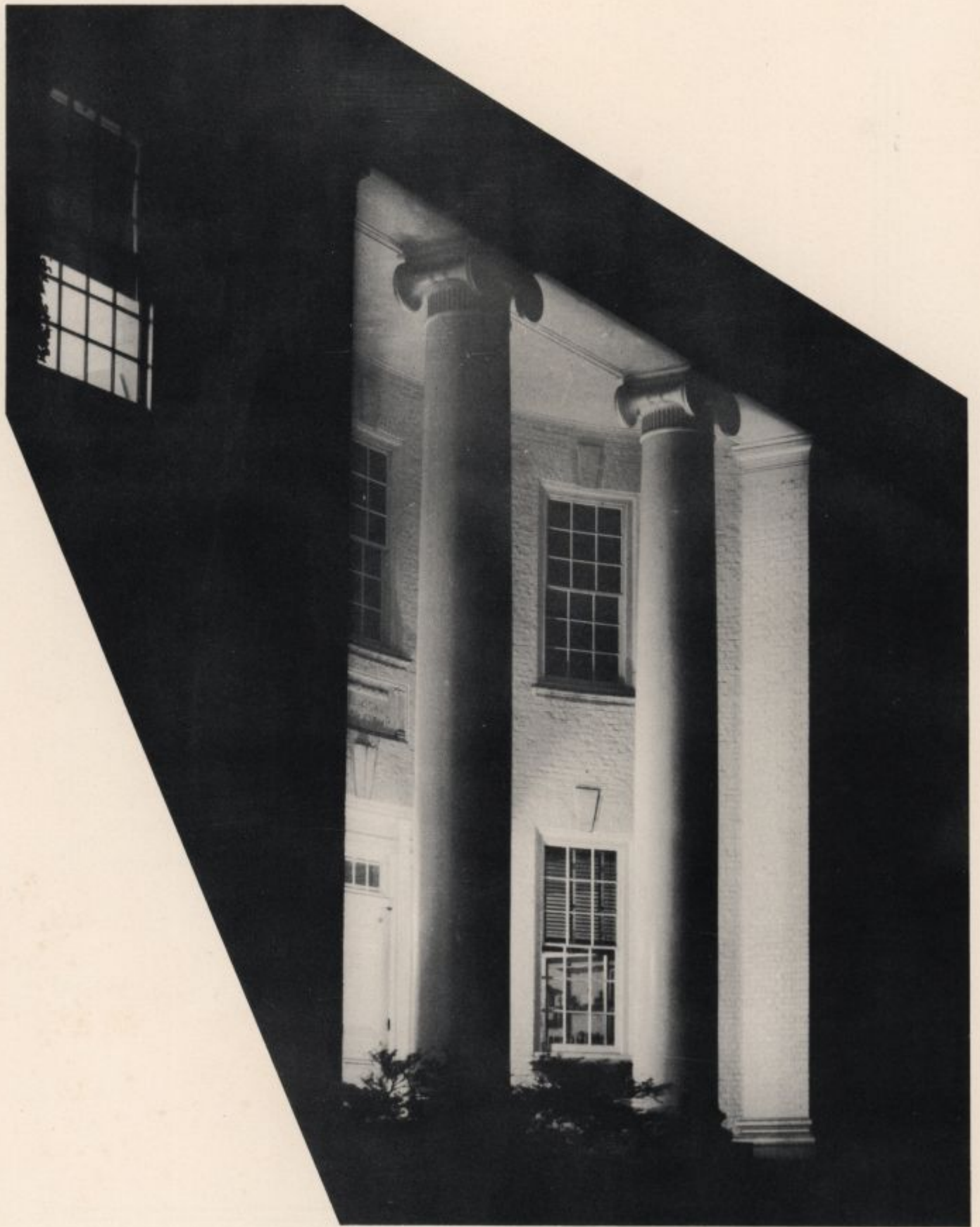
ACKNOWLEDGMENT

The Staff of the Nineteen Hundred and Fifty Blue Hen, in grateful acknowledgment for their assistance, suggestions, and guidance, wishes to thank the following persons on the University faculty or in administrative offices who gave so freely of their time in the preparation for this edition: Mr. William Bohning, Registrar; Mr. John A. Hodgson, Assistant Business Administrator; Mr. Fred Mitchell, Bookstore Manager; Mrs. Marjorie Ritchie, Secretary in Charge of the Stenographic Services Center; Mr. Harold Chase, Advisor to the Student Government Association; Mr. Milton Roberts, Coordinator of Student Activities; Miss Amy Rextrew, Dean of Women; Dr. J. Fenton Daugherty, Dean of Men; Dr. Frederick Parker, Chairman, Faculty Committee on Student Publications; Mr. Lloyd Teitsworth, University Research Photographer; The Staff of Hambleton Co., Inc., Printers and Lithographers.

To Mr. Dan Button, the "Blue Hen" Advisor, the Staff owes a special debt of gratitude and wishes to take this opportunity to express its appreciation of his tireless interest and help and of his inexhaustible patience.

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Administration . . .

Since this is my farewell statement to the students of the University of Delaware, I wish to take this opportunity to express my gratitude for the many lessons you have taught me in sincerity, in honesty, and in integrity. You have taught me to respect your judgment, your ideas, and your seriousness of purpose. My work among you has been indeed easier because of the patience you have always shown me.

The University of Delaware continues in a unique position to achieve the aims and purposes of education in a democracy. This is possible because of a Board of Trustees that believes in serving the people, a scholarly faculty, a devoted alumni and alumnae group of which you will soon be members, and an earnest, loyal, enthusiastic student body.

It has been my experience at the University of Delaware that the students stand behind the true purpose of the institution. Many of you have labored hard and unselfishly for the good of the whole. This is a blessing that cannot be easily ignored. I hope that in my own educational work in the future, I shall have the good fortune of serving with a student body as loyal and devoted to the university as you have been.

It has been not only a privilege but a pleasure for me to have served with you.

WILLIAM S. CARLSON
President
University of Delaware



WILLIAM S. CARLSON, Ph.D., President



FRANCIS H. SQUIRE, Dean of the University

It is now more than two hundred years since the Reverend Francis Alison, one of the greatest scholars of his day, established at New London, Pennsylvania, the Academy which was to become the University of Delaware. The purpose of the new institution was to train men for service in the church and state, and, with many shifts in emphasis, the training of good citizens has remained its chief function as academy, college, and university. This tradition should permeate all of the activities of the University, whether they be curricular or extra-curricular.

With this central purpose in mind, it is the obligation of the University to provide for its students sound instruction that will prepare them for useful careers in their specialties. Through the courses of study offered by the schools of Arts and Science, Engineering, Agriculture, Edu-

cation, and Home Economics, students of the University of Delaware may qualify themselves for employment upon graduation or for further study in professional schools. The Division of Graduate Studies, soon to become the University's sixth school, offers work leading to the degree of Doctor of Philosophy in Chemistry and Chemical Engineering, and to the degrees of Master of Arts and Master of Science in many other departments.

If this program is to operate effectively, the University must have the necessary physical facilities. Its buildings must contain well equipped classrooms, laboratories, and studios; and its library must have a constantly growing collection of books. Even more important is the quality of its faculty. It must attract inspiring teachers and provide for them the atmosphere in which their capabilities are fully realized. This implies oppor-

tunities for scholarly research and the stimulation that comes only from working on the frontiers of knowledge.

The University of Delaware is fortunate in these respects. Its expanding facilities compare favorably with those of other universities of its size, and its location near great libraries and metropolitan centers affords to faculty and students opportunities for research beyond the resources of the campus.

In another respect the University is fortunate. Its size permits the offering of specialized courses in many fields without losing the advantages of close relations between faculty and students. We may easily forget that as recently as the twenties all of the courses in Philosophy, Sociology, and Psychology were taught by one man. Today each of these subjects is the responsibility of a separate department staffed and equipped to offer a major in its field. Yet the University does not suffer from the giantism of our larger state universities where the relations between faculty and students are too often remote and impersonal.

A well rounded program of classroom instruction and the friendly atmosphere of a small university are, we hope, characteristic of the University of Delaware, but beyond these objectives, the University must give the student the opportunity to develop himself as a responsible individual able to think clearly and to make enlightened judgments. If the student is to have this opportunity, he must have available the advice that he needs, and he must be encouraged to undertake, at least in his senior year, independent study. It is for this reason that the faculty has

devoted increasing attention to its advisory program, and has been working with the recently established Psychological Services Center to make this program more effective. An attempt is also being made to extend to students other than candidates for degrees with distinction, opportunities for independent work in their senior year.

At many points the extra-curricular activities of the University support the work of the curriculum. Through participation in student organizations and membership on University committees, an opportunity is given to apply the lessons learned in the classroom and to develop those qualities required for effective citizenship. It is here that the campus may serve as a laboratory for living in a democratic community.

A final obligation of the University is to attract and to hold good students. To accomplish this scholarships must be made available to students in need of assistance. In recent years the number of scholarships for entering students has been greatly increased, and service scholarships for work in the student's major field of interest have been offered to juniors and seniors.

Thus has the University become a complex institution, far different from the Academy of 1743 with its twelve students and its curriculum of language, philosophy, and divinity. It is constantly changing and adapting itself to new conditions and needs. But underlying all of the changes is the sense of a long tradition of service to the state and the nation. It is this tradition that gives to the University's history meaning and purpose.



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Assistant to the President
Advisor on Research



CHARLES E. GRUBB
Business Administrator



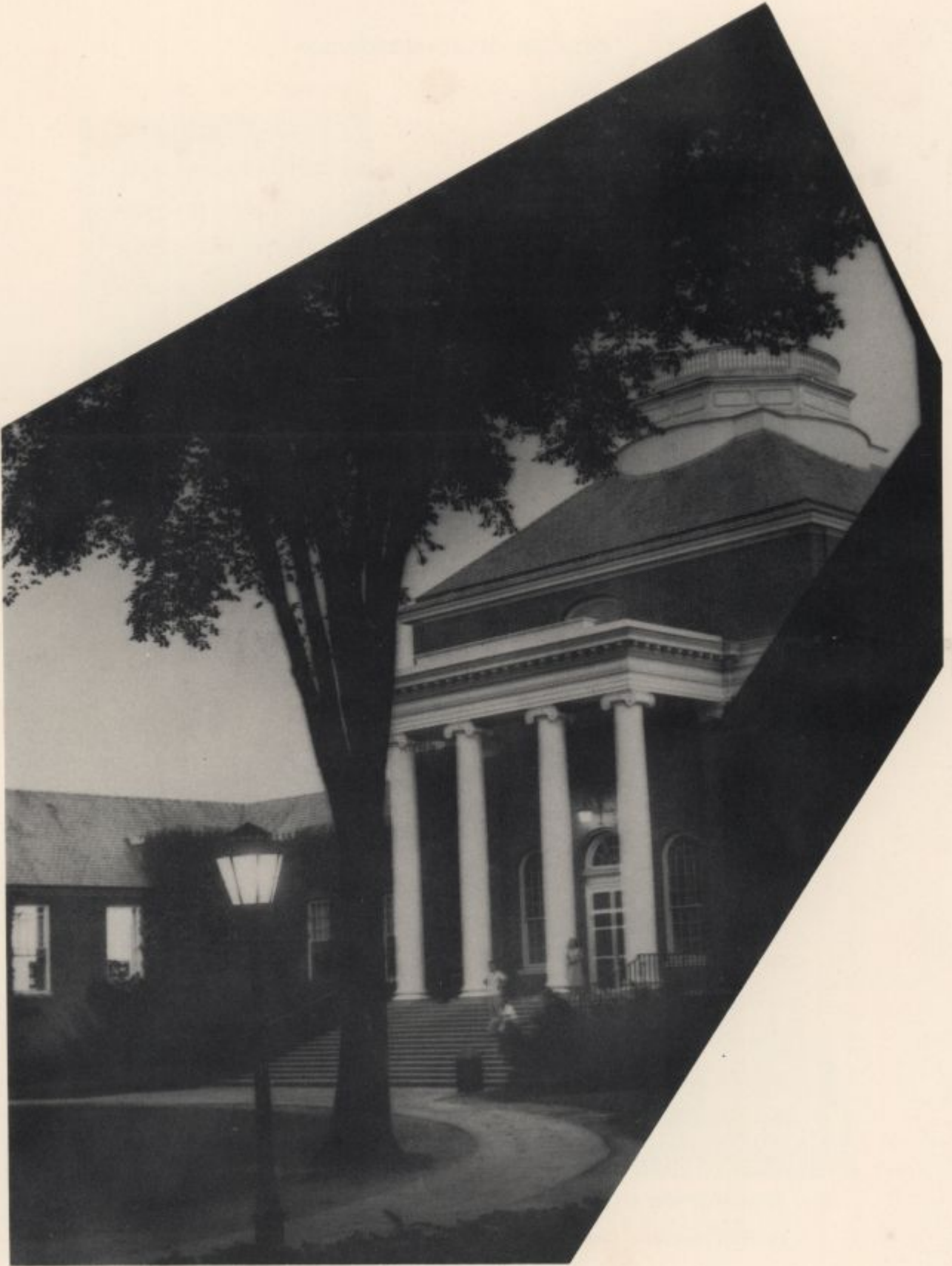
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